DOCUMENT RESUME

ED 045 673 TE 002 186

AUTHOR	Donelson, Kenneth L., Ed.
TITLE	A Basic Book List for Inexperienced English Teachers.
INSTITUTION	Arizona English Teachers Association, Tempe.
PUB DATE	Oct 70
NOTE	5p.
JOURNAL CIT	Arizona English Bulletin; v13 n1 p42-46 Oct 1970
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.35
DESCRIPTORS	Bibliographies, *Booklists, Composition (Literary), Education, English Education, *English Instruction, Language, Literature, Rhetoric, *Teacher Education

ABSTRACT

Compiled from lists of 10 books each which were submitted by over 200 English teachers, this listing represents the books considered the most valuable to a young, inexperienced English teacher in helping him with his teaching or in alerting him to ideas about which he ought to know. The 29 most frequently named books are listed, while every title mentioned at least three times is categorized--with bibliographical information--under five headings: (1) composition and rhetoric, (2) language, (3) literature, (4) education, and (5) English education. (JMC)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Arizona English Bulletin,
Vol. 13, No. 1, October 1970.

A BASIC BOOK LIST FOR INEXPERIENCED ENGLISH TEACHERS

ED045673

One of the major concerns of experienced high school English teachers or anyone involved in training English teachers is giving these future teachers adequate preparations. What experiences should they have? What knowledge is essential in the many areas of English teaching? What books would be worth their time, both books on English teaching itself and books on educational problems generally?

Late last spring, the editor sent a request for help to slightly better than 300 English teachers, English Department Chairmen, and English professors, asking them to assume the following situation--what would be your response to a young, inexperienced English teacher who asked you what 10 books would be the most valuable reading he could do to help him with his teaching or to alert him to ideas he ought to know about. I further noted that I was not thinking of the usual anthologies or novels or plays or any particular book, only the 10 books that each individual would recommend as their first choices. I enclosed a self-addressed, stamped envelope and waited for the response. By Sept. 1, 1970, just a few more than 200 teachers had answered, and I began the tabulation. The list that shortly follows might be useful in working with in-service education for young or inexperienced English teachers, and the list might even be useful in working with experienced English teachers, one or two of whom might just possibly not have read every book on the list.

Before listing, however, certain cautions should be sounded. (1) The teachers were asked to limit their list to 10 books, and many indicated that choosing 10 out of the many choices before them did indeed cramp their style. (2) The books chosen were aimed at new or inexperienced teachers and they may not represent adequately the total universe of books of value to English teachers. (3) The speedy response of many people may suggest that they did not meditate unduly, though one person noted, "If I had spent more time on this list, it would be worse." (4) The list was limited to books widely available to these teachers before Sept. 1, 1970, and this may account for certain omissions, notably John Maxwell and Anthony Tovatt's ON WRITING BEHAVIORAL OBJECTIVES IN ENGLISH (just published this spring). (5) The books listed were aimed at English teachers, though many of the books would apply to virtually all teachers in the secondary school.

TE 002 186

The books most frequently listed in order were (number of votes are to the left):

(49) Neil Postman and Charles Weingartner, TEACHING AS A SUBVERSIVE ACTIVITY
(43) John Dixon, GROWTH THROUGH ENGLISH
(29) Walter Loban, et.al., TEACHING LANGUAGE AND LITERATURE, 2nd ed.
(24) Daniel Fader and Elton McNeil, HOOKED ON BOOKS: PROGRAM AND PROOF, rev. ed.
(23) S.I. Hayakawa, LANGUAGE IN THOUGHT AND ACTION
(22) Louise Rosenblatt, LITERATURE AS EXPLORATION, rev. ed.
(21) G. Robert Carlsen, BOOKS AND THE TEEN-AGE READER
(20) James Moffett, A STUDENT-CENTERED LANGUAGE ARTS CURRICULUM, K-13: A HANDBOOK FOR TEACHERS
(20) Herbert Muller, THE USES OF ENGLISH
(18) John Holt, HOW CHILDREN FAIL
(17) Dwight Burton, LITERATURE STUDY IN THE HIGH SCHOOL, 3rd ed.
(16) Marshall McLuhan, UNDERSTANDING MEDIA
(16) James Moffett, TEACHING THE UNIVERSE OF DISCOURSE
(14) Commission on English, FREEDOM AND DISCIPLINE IN ENGLISH
(14) Stephen Dunning, TEACHING LITERATURE TO ADOLESCENTS: POETRY
(14) J.N. Hook, THE TEACHING OF HIGH SCHOOL ENGLISH, 3rd ed.

(13) William Glasser, SCHOOLS WITHOUT FAILURE
(13) Hans Guth, ENGLISH TODAY AND TOMORROW
(12) Herbert R. Kohl, 36 CHILDREN
(12) Don Wolfe, CREATIVE WAYS TO TEACH ENGLISH: GRADES 7-12, 2nd ed.
(11) Wayne Booth, THE RHETORIC OF FICTION
(11) Commission on English, 12,000 ENGLISH TEACHERS AND THEIR STUDENTS: TESTED UNITS IN TEACHING LITERATURE, LANGUAGE, COMPOSITION
(11) David Holbrook, ENGLISH FOR THE REJECTED
(11) Herbert R. Kohl, THE OPEN CLASSROOM
(11) George Leonard, EDUCATION AND ECSTASY
(11) Neil Postman and Charles Weingartner, LINGUISTICS: A REVOLUTION IN TEACHING
(11) I.A. Richards, PRACTICAL CRITICISM
(10) Francis Christensen, NOTES TOWARD A NEW RHETORIC
(10) Wilfred Guerin, et.al., A HANDBOOK OF CRITICAL APPROACHES TO LITERATURE

Although I never asked for recommendations of journals young or experienced teachers should read, many listed a journal or two as part of their list of 10 books. The following three journals were listed most frequently:

(20) MEDIA AND METHODS
(9) ENGLISH JOURNAL
(3) ELEMENTARY ENGLISH

The following categorized lists include every title mentioned at least three times, along with the usual bibliographical information.

COMPOSITION AND RHETORIC

(3) Monroe Beardsley, THINKING STRAIGHT, 3rd ed. (Englewood Cliffs, NJ: Prentice-Hall, 1966)
(3) Richard Braddock, et.al., RESEARCH IN WRITTEN COMPOSITION (Champaign: NCTE, 1963)
(10) Francis Christensen, NOTES TOWARD A NEW RHETORIC (NY: Harper, 1967)
(4) Edward P.J. Corbett, CLASSICAL RHETORIC FOR THE MODERN STUDENT (NY: Oxford U Press, 1965)
(4) Hart Day Leavitt and David A. Sohn, STOP, LOOK, AND WRITE: EFFECTIVE WRITING THROUGH PICTURES (NY: Bantam, 1964)
(4) Ken Macrorie, UPTAUGHT (NY: Hayden, 1970)
(3) Ken Macrorie, WRITING TO BE READ (NY: Hayden, 1968)
(3) Donald M. Murray, A WRITER TEACHES WRITING: A PRACTICAL METHOD OF TEACHING COMPOSITION (Boston: Houghton, 1968)
(4) THE SENTENCE AND THE PARAGRAPH (Champaign: NCTE, 1966)
(3) David A. Sohn, PICTURES FOR WRITING (NY: Bantam, 1969)
(4) William Strunk, Jr. and E.B. White, ELEMENTS OF STYLE (NY: Macmillan, 1959)
(9) Gary Tate and Edward P.J. Corbett, TEACHING HIGH SCHOOL COMPOSITION (NY: Oxford U Press, 1970)

LANGUAGE

(3) Harold B. Allen (ed.), READINGS IN APPLIED ENGLISH LINGUISTICS, 2nd ed. (NY: Appleton, 1958)
(3) Joseph Aurbach, et.al., TRANSFORMATIONAL GRAMMAR: A GUIDE FOR TEACHERS (Washington, D.C.: English Language Services, 1968)
(5) H.A. Gleason, Jr., LINGUISTICS AND ENGLISH GRAMMAR (NY: Holt, 1965)
(23) S.I. Hayakawa, LANGUAGE IN THOUGHT AND ACTION (NY: Harcourt, 1964)
(5) Robert F. Hogan (ed.), THE ENGLISH LANGUAGE IN THE SCHOOL PROGRAM (Champaign: NCTE, 1966)

(8) Martin Joos, THE FIVE CLOCKS (NY: Harcourt, 1962)
(11) Neil Postman and Charles Weingartner, LINGUISTICS: A REVOLUTION IN TEACHING (NY: Dell, 1966)
(6) Owen Thomas, TRANSFORMATIONAL GRAMMAR AND THE TEACHER OF ENGLISH (NY: Holt, 1965)

LITERATURE

(4) Douglas Barnes, DRAMA IN THE ENGLISH CLASSROOM (Champaign: NCTE, 1968)
(11) Wayne Booth, THE RHETORIC OF FICTION (Chicago: U of Chicago Press, 1961)
(17) Dwight L. Burton, LITERATURE STUDY IN THE HIGH SCHOOL, 3rd ed. (NY: Holt, 1970)
(21) G. Robert Carlsen, BOOKS AND THE TEEN-AGE READER (NY: Bantam, 1967)
(3) John Ciardi (ed.), HOW DOES A POEM MEAN? (Boston: Houghton, 1959)
(4) David Daiches, CRITICAL APPROACHES TO LITERATURE (Englewood Cliffs, NJ: Prentice-Hall, 1956)
(3) Stephen Dunning, et.al. (eds.), REFLECTIONS ON A GIFT OF WATERMELON PICKLE (NY: Scott Foresman, 1966)
(14) Stephen Dunning, TEACHING LITERATURE TO ADOLESCENTS: POETRY (NY: Scott Foresman, 1966)
(8) Stephen Dunning, TEACHING LITERATURE TO ADOLESCENTS: SHORT STORIES (NY: Scott Foresman, 1968)
(3) Bertrand Evans, TEACHING SHAKESPEARE IN THE HIGH SCHOOL (NY: Macmillan, 1966)
(5) Northrop Frye, THE ANATOMY OF CRITICISM (Princeton: Princeton U Press, 1957)
(6) Northrop Frye, THE EDUCATED IMAGINATION (Bloomington: Indiana U Press, 1964)
(10) Wilfred L. Guerin, et.al., A HANDBOOK OF CRITICAL APPROACHES TO LITERATURE (NY: Harper, 1966)
(4) Edward B. Jenkinson and Jane S. Hawley (eds.), ON TEACHING LITERATURE: ESSAYS FOR SECONDARY SCHOOL TEACHERS (Bloomington: Indiana U Press, 1967)
(5) Geraldine Murphy, THE STUDY OF LITERATURE IN HIGH SCHOOL (Waltham, Mass.: Blaisdell, 1968)
(11) I.A. Richards, PRACTICAL CRITICISM (NY: Harcourt, 1929)
(22) Louise Rosenblatt, LITERATURE AS EXPLORATION, rev. ed. (NY: Noble and Noble, 1968)
(6) Margaret Ryan, TEACHING THE NOVEL IN PAPERBACK (NY: Macmillan, 1963)
(9) William F. Thrall, et.al. (eds.), A HANDBOOK TO LITERATURE, rev. ed. (NY: Odyssey, 1960)

EDUCATION

(3) Sylvia Ashton-Warner, TEACHER (NY: Simon and Schuster, 1963)
(4) Jacques Barzun, TEACHER IN AMERICA (NY: Doubleday, 1959)
(8) Jerome Bruner, THE PROCESS OF EDUCATION (Cambridge: Harvard U Press, 1960)
(3) Sunny Decker, AN EMPTY SPOON (NY: Harper, 1969)
(3) Peter Drucker, THE AGE OF DISCONTINUITY: GUIDELINES TO OUR CHANGING SOCIETY (NY: Harper, 1969)
(3) Don Fabun, THE DYNAMICS OF CHANGE (Englewood Cliffs, NJ: Prentice-Hall, 1967)
(3) Edgar Friedenberg, THE VANISHING ADOLESCENT (NY: Dell, 1962)
(3) Caleb Gattegno, TOWARDS A VISUAL CULTURE (NY: Outerbridge, 1969)
(13) William Glasser, SCHOOLS WITHOUT FAILURE (NY: Harper, 1969)
(3) Gilbert Highet, THE ART OF TEACHING (NY: Vintage, 1955)
(18) John Holt, HOW CHILDREN FAIL (NY: Pitman, 1964)

(7) John Holt, HOW CHILDREN LEARN (NY: Pitman, 1967)
(6) John Holt, THE UNDERACHIEVING SCHOOL (NY: Pitman, 1969)
(4) Stephen M. Joseph, THE ME NOBODY KNOWS (NY: Avon, 1969)
(4) Earl C. Kelly, EDUCATION FOR WHAT IS REAL (NY: Harper, 1947)
(11) Herbert R. Kohl, THE OPEN CLASSROOM (NY: Vintage, 1969)
(6) Herbert R. Kohl, TEACHING THE "UNTEACHABLE" (NY: NY Review Book, 1967)
(12) Herbert R. Kohl, 36 CHILDREN (NY: NAL, 1967)
(6) Jonathan Kozol, DEATH AT AN EARLY AGE (NY: Bantam, 1968)
(3) Suzanne K. Langer, PHILOSOPHY IN A NEW KEY (NY: NAL, 1951)
(11) George Leonard, EDUCATION AND ECSTASY (NY: Dell, 1968)
(16) Marshall McLuhan, UNDERSTANDING MEDIA (NY: NAL, 1964)
(3) Hughes Mearns, CREATIVE POWER: THE EDUCATION OF YOUTH IN THE CREATIVE ARTS, rev. ed. (NY: Dover, 1958)
(3) Donald N. Michael, THE UNPREPARED SOCIETY: PLANNING FOR A PRECARIOUS FUTURE (NY: Basic Books, 1968)
(9) A.S. Neill, SUMMERHILL: A RADICAL APPROACH TO CHILD REARING (NY: Holt, 1960)
(49) Neil Postman and Charles Weingartner, TEACHING AS A SUBVERSIVE ACTIVITY (NY: Delacorte, 1969)
(3) Norbert Wiener, THE HUMAN USE OF HUMAN BEINGS (NY: Avon, 1967)

ENGLISH-EDUCATION

(5) APEX: A NONGRADED PHASE ELECTIVE ENGLISH CURRICULUM, 4th ed. (Trenton, Mich.: Trenton, Michigan, Public Schools, 1970)
(4) Abraham Bernstein, TEACHING ENGLISH IN HIGH SCHOOL (NY: Random House, 1962)
(4) Dwight L. Burton and John Simmons (eds.), TEACHING ENGLISH IN TODAY'S HIGH SCHOOLS, 2nd ed. (NY: Holt, 1970)
(5) Commission on English, END OF YEAR EXAMINATIONS IN ENGLISH FOR COLLEGE BOUND STUDENTS, GRADES 9-12 (Princeton: CEEB, 1963)
(14) Commission on English, FREEDOM AND DISCIPLINE IN ENGLISH (NY: CEEB, 1965)
(11) Commission on English, 12,000 ENGLISH TEACHERS AND THEIR STUDENTS: TESTED UNITS IN TEACHING LITERATURE, LANGUAGE, COMPOSITION (Princeton: CEEB, 1968)
(43) John Dixon, GROWTH THROUGH ENGLISH (Reading, England: National Association for the Teaching of English, 1967)
(8) Stephen Dunning (ed.), ENGLISH FOR THE JUNIOR HIGH YEARS (Champaign: NCTE, 1969)
(3) William Evans and Jerry Walker, NEW TRENDS IN THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS (Chicago: McNally, 1966)
(24) Daniel Fader and Elton McNeil, HOOKED ON BOOKS: PROGRAM AND PROOF, rev. ed. (NY: Berkeley, 1968)
(4) Edward R. Fagan (ed.), ENGLISH AND THE DISADVANTAGED (Scranton, Pa.: International Textbook, 1967)
(6) Edmund Farrell, ENGLISH, EDUCATION, AND THE ELECTRONICS REVOLUTION (Champaign: NCTE, 1967)
(6) Mary Elizabeth Fowler, TEACHING LANGUAGE, COMPOSITION, AND LITERATURE (NY: McGraw-Hill, 1965)
(13) Hans Guth, ENGLISH TODAY AND TOMORROW (Englewood Cliffs, NJ: Prentice-Hall, 1964)
(4) G.B. Harrison, PROFESSION OF ENGLISH (NY: Harcourt, 1962)
(8) W. Wilbur Hatfield (ed.), AN EXPERIENCE CURRICULUM IN ENGLISH (Chicago: NCTE, 1935)
(11) David Holbrook, ENGLISH FOR THE REJECTED (Cambridge: Cambridge U Press, 1964)

(14) J.N. Hook, THE TEACHING OF HIGH SCHOOL ENGLISH, 3rd ed. (NY: Ronald, 1965)
(5) J.N. Hook, et.al., WHAT EVERY ENGLISH TEACHER SHOULD KNOW (Champaign: NCTE, 1970)
(5) William Kuhns and Robert Stanley, EXPLORING THE FILM (Dayton, Ohio: Geo. A. Pflaum, 1968)
(29) Walter Loban, et.al., TEACHING LANGUAGE AND LITERATURE, 2nd ed. (NY: Harcourt, 1969)
(20) James Moffett, A STUDENT-CENTERED LANGUAGE ARTS CURRICULUM, K-13: A HANDBOOK FOR TEACHERS (Boston: Houghton, 1968)
(16) James Moffett, TEACHING THE UNIVERSE OF DISCOURSE (Boston: Houghton, 1968)
(20) Herbert Muller, THE USES OF ENGLISH (NY: Holt, 1967)
(5) Ruth Reeves (ed.), IDEAS FOR TEACHING ENGLISH: GRADES 7-8-9 (Champaign: NCTE, 1966)
(4) Mary Columbro Rogers, NEW DESIGN IN THE TEACHING OF ENGLISH (Scranton, Pa.: International Textbook, 1968)
(4) Stephen Sherwin, FOUR PROBLEMS IN TEACHING ENGLISH: A CRITIQUE OF RESEARCH (Scranton, Pa.: International Textbook, 1969)
(6) Michael Shugrue, ENGLISH IN A DECADE OF CHANGE (NY: Pegasus, 1968)
(4) Roger Shuy and Joan Baratz, TEACHING BLACK CHILDREN TO READ (Washington, D.C.: Center for Applied Linguistics, 1968)
(3) Rodney Smith, CREATIVITY IN THE ENGLISH PROGRAM (Champaign: NCTE-ERIC, 1970)
(7) James R. Squire and Roger K. Applebee, HIGH SCHOOL ENGLISH INSTRUCTION TODAY (NY: Appleton, 1968)
(3) James R. Squire and Roger K. Applebee, TEACHING ENGLISH IN THE UNITED KINGDOM (Champaign: NCTE, 1969)
(3) Geoffrey Summerfield, CREATIVITY IN ENGLISH (Champaign: NCTE, 1968)
(4) Frank Whitehead, THE DISAPPEARING DAIS (London: Chatto and Windus, 1966)
(12) Don Wolfe, CREATIVE WAYS TO TEACH ENGLISH: GRADES 7 TO 12, 2nd ed. (NY: Odyssey, 1966)

Altogether, more than 300 books were listed, but if the beginning or experienced English teacher would limit himself to reading just those few books listed above, he would certainly become aware of the trends and ideas and curriculum developments of education generally and English teaching specifically. Certainly, several English department meetings could be built around the books recommended by these 200 English teachers. In view of the number of books listed and the complexity and abundance of ideas in these books, one comment at the bottom of one list ought to be included to wrap up this article--"A bottle of vodka might help while reading these".